DOCUMENT RESUME

ED 463 702 HE 034 821

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TITLE	Students in Nova Southeastern University's Farquhar Center for Undergraduate Studies: Comparison of Students in the College of Professional and Liberal Studies and Their Counterparts in the College of Career Development.
INSTITUTION	Nova Southeastern Univ., Ft. Lauderdale, FL. Research and Planning.
REPORT NO	RP-98-05
PUB DATE	1998-06-00
NOTE	28p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Students; *Career Education; *College Students; Comparative Analysis; Demography; Higher Education; Minority Groups; Place of Residence; *Student Characteristics
IDENTIFIERS	*Nova Southeastern University FL

ABSTRACT

The purpose of this study was to identify demographic and other relevant distinctions between students at the College of Professional and Liberal Studies (PALS) at Nova Southeastern University's Farquhar Center for Undergraduate Studies and the University's College of Career Development (Career). PALS serves traditional undergraduate students, while Career meets the needs of the adult learner, with most classes offered on the weekends throughout Florida and at selected international sites. The study confirms that there are many differences between these two groups of students. Career has a higher representation of female and minority students, a higher rate of part-time enrollment, more students who are older, and a higher rate of students who select majors directly related to direct career opportunities. There is a dominant representation of permanent residents of Broward County, Florida, at PALS, but only 988 of all 3,372 Career students are permanent residents of Broward County. An appendix contains the data tables. (Contains 11 tables.) (SLD)

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STUDENTS IN NOVA SOUTHEASTERN UNIVERSITY'S FARQUHAR CENTER FOR UNDERGRADUATE STUDIES: COMPARISON OF STUDENTS IN THE COLLEGE OF PROFESSIONAL AND LIBERAL STUDIES AND THEIR COUNTERPARTS IN THE COLLEGE OF CAREER DEVELOPMENT

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Nova Southeastern University
Research and Planning

Report 98-05

June 1998

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EXECUTIVE SUMMARY

Nova Southeastern University's Farquhar Center for Undergraduate Studies is organized into two distinct colleges, with each college structured to meet the needs of a specific clientele. The College of Professional and Liberal Studies (PALS) serves traditional undergraduate students, with most classes offered on the University's Davie Campus during weekdays. In contrast, the College of Career Development (Career) meets the needs of the adult learner, with most classes offered in the evening and on weekends at locations throughout Florida and selected international sites. The purpose of this study was to identify demographic and other relevant criteria about Fall Term 1997 students in these two colleges.

This study confirmed that there are many areas of difference between students in these two colleges. Compared to the mostly traditional undergraduate students in the College of Professional and Liberal Studies, students in the College of Career Development: have a higher representation of female students and minority students, tend to have a higher rate of part-time enrollment, select majors that directly relate to direct career opportunities, and are significantly older.

It was also observed that there is a dominant representation of permanent residents of Broward County from students in the College of Professional and Liberal Studies (602 of all 905 Fall Term 1997 PALS students are permanent residents of Broward County). And, although the College of Career Studies is found throughout Florida and selected international locations, there is still a sizeable representation of permanent residents of Broward County in this college (988 of all 3,372 Fall Term 1997 Career students are permanent residents of Broward County). This finding may be useful as the University attempts to make the best use of scarce resources for recruiting students from other parts of Florida and other states.

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BACKGROUND

Nova Southeastern University first offered undergraduate education in 1976, when Nova College was established at the University (*Nova Southeastern University Fact Book* (1998, p. 13). Undergraduate education at the University is now offered through the Farquhar Center for Undergraduate Studies. With 4,277 students enrolled in the Farquhar Center by the end of Fall Term 1997, undergraduate education represents approximately 25 percent of the University's total enrollment of approximately 16,000 students during Fall Term 1997 *(Integrated Postsecondary Education Data Systen Fall Enrollment Survey 1997, Form EF-1, 1997)*

The Farquhar Center for Undergraduate Studies is organized into two distinct colleges, with each college structured to meet the needs of a specific clientele. The College of Professional and Liberal Studies (PALS) serves traditional undergraduate students, with most classes offered on the University's Davie Campus during weekdays. In contrast, the College of Career Development (Career) meets the needs of the adult learner, with most classes offered in the evening and on weekends at locations throughout Florida and selected international sites. Differences between these two colleges are best described in their respective Mission Statements:

College of Professional and Liberal Studies
Mission Statement

> The College of Professional and Liberal Studies provides recent high school graduates a quality education leading to either the bachelor of science or the bachelor of arts degree. Students enroll in a general education program that combines an integrated curriculum of interdisciplinary core studies emphasizing effective writing, communication, and critical analysis, with a required distribution of courses in the areas of literature, art, history, science and technology, oral communication, and hemispheric and global diversity. The general education program is intended to help students think clearly, communicate effectively, understand new technologies, solve problems effectively, and appreciate the connections that bind us as individuals into a community and that enhance the quality of life. Equally important, students study and work in major fields that prepare them to enter careers or to continue with graduate studies. Students have the additional opportunity for instruction and guidance from faculty in graduate centers of Nova Southeastern University in the areas of business, education, behavioral sciences, law, oceanography, science, and computer science. This unique programming is made possible through individualized attention by a professional advising staff committed to optimal academic achievement (<http://www.polaris.nova.edu/plsmis.html>, Accessed June 11, 1998).

College of Career Development
Mission Statement

> The College of Career Development has been designed for adults. Courses are offered in the evenings and on weekends on campus and at institutional, industrial, and other off-campus locations convenient to the student. Although course content meets traditional educational requirements, courses are scheduled to meet the needs of employed students and are taught by University professors as well as knowledgeable professionals in the community. Most of the approximately 2,500 students currently enrolled in the Career Development Studies Program are employed and have families. They bring with them a mature, stable, and determined interest in enhancing themselves through acquiring new knowledge and skills. They have considerable practical experience and a desire to play an active role in their future education. As a diverse population of individuals, Career Development students establish support networks, helping each other succeed despite conflicting time demands and outside responsibilities. Collectively, their rich backgrounds bring an added source of knowledge and excitement to the educational environment (<http://www.polaris.nova.edu/carmis.html>, Accessed June 11, 1998).

METHODOLOGY

The data for this study were gained by a series of queries to the University's Student Information System (SIS) on January 8, 1998. Because it is possible that registrations could continue until the last date of Fall Term 1997 (January 5, 1998), this date was purposely selected so that all Fall Term 1998 students would appear in the extract file.

Queries were specific to students enrolled in the Farquhar Center for Undergraduate Studies and addressed the following criteria:

- Information related to college (PALS and Career)
- Gender
- Ethnicity/race
- Permanent residence
- Citizenship
- Marital status

- Full-time and part-time enrollment status
- Primary major
- Place of class attendance
- Age

By blocking on the information needed to separate between the two colleges, it was judged that these criteria would offer sufficient detail to differentiate the essential characteristics of students in the College of Professional and Liberal Studies and their counterparts in the College of Career Development.

RESULTS

As identified in Table 1, approximately 74 percent of all student in the College of Career Development are female. In contrast, females represent nearly 62 percent of all students in the College of Professional and Liberal Studies.

Differences between students in the two colleges in terms of ethnicity/race are the focus of Table 2. The College of Career Development is nearly minority-majority, with White, non-Hispanic representing 50.2 percent of all students in this college. In the College of Professional and Liberal Studies, nearly 67 percent of all students were White, non-Hispanic. There were obvious differences, however, in the rank order representation of minority students in these two colleges:

- In the College of Professional and Liberal Studies, Hispanic students (17.1 percent of total) were the most represented minority.
- In the College of Career Development, Black, non-Hispanic students (27.6 percent of total) were the most represented minority.

Overall, nearly 87 percent of all students in the Farquhar Center for Undergraduate Studies are a permanent resident of Florida (Table 3). This level of representation by permanent residents of Florida was basically consistent for both colleges. There was also a fair degree of consistency in United States citizenship (overall, 83.7 percent of all Fall Term 1997 students in the Farquhar Center for Undergraduate Studies are citizens of the United States) by students from both colleges (Table 4).

However, there were noticeable differences between students in the two colleges in view of marital status (Table 5). Less than five percent of all students in the College of Professional

and Liberal Studies are identified as married. In the College of Career Development, nearly one-third of all students are identified as married.

The permanent residents of Florida were further examined (Table 6) in terms of specific county of permanent residence. Of all 772 students in the College of Professional and Liberal Studies who are permanent residents of Florida, 78.0 percent are permanent residents of Broward County, the location of this college's campus-based program. Through the use of distance education modalities, courses in the College of Career Development are offered throughout Florida and selected international locations. Even so, nearly 30 percent of all students in the College of Career Development are permanent residents of Broward County.

Courses in the College of Professional and Liberal Studies are offered in a fairly standard format for traditional undergraduate students. Accordingly, approximately 90 percent of all students in this college were enrolled in Fall Term 1997 as a full-time student (Table 7). This enrollment statistic is clearly different from the observation that only 60 percent of all students in the College of Career Development were full-time students during the same term.

As identified in Table 8, student access to Florida Resident Access Grant (FRAG) funding is dependent on full-time enrollment status. Nearly 95 percent of all permanent residents of Florida in the College of Professional and Liberal Studies are enrolled as full-time students and are therefore eligible for FRAG funding. In the College of Career Development, approximately 70 percent of all permanent residents of Florida are enrolled as full-time students and are therefore eligible for FRAG funding.

There is wide disparity in the primary major of students in the two colleges (Table 9). Life Sciences (Major = 0372) and Life Sciences Dual Enrollment (Major = D372) were the primary major of 28.1 percent of all Fall Term 1997 students in the College of Professional and Liberal Studies. Professional Management (Major = 0420) was identified as the primary major by 36.4 percent of all students in the College of Career Development.

The College of Professional and Liberal Studies is offered on the University's Davie Campus, in Broward County. Table 10 provides a demonstration, however, of the dispersion of students in the College of Career Development through the use of distance education. Although distance education is pervasive in the College of Career Development, nearly 40 percent of all students in this college attended class in Broward County.

Age differences between students in the two colleges are quite evident after reviewing Table 11. The median age of all Fall Term 1997 students in the College of Professional and Liberal Studies was 20 years. The median age of all Fall Term 1997 students in the College of Career Development was 33 years.

SUMMARY

By adhering to the entrepreneurial spirit of the University's Mission Statement (*Nova Southeastern University Fact Book*, 1998; p. iv) and offering "academic programs at times convenient to students [ ]" the University is able to offer relevant and accessible educational opportunities to two distinct groups of undergraduate students:

- Traditional college-age students (18-24 years) are accommodated in a resident campus-based program that focuses on liberal and professional studies.

- Adult students, who because of their many work and family responsibilities, are often unable to attend campus-based courses offered during the traditional day-format. The University accommodates these students by offering courses relevant to career-oriented students at field-based locations in the evening and on weekends.

Accordingly, it is expected that there should be noticeable differences between students in the University's two undergraduate colleges in terms of primary major, age, and marital status.

Perhaps one especially surprising observation in this study was the dominant representation of permanent residents of Broward County from students in the College of Professional and Liberal Studies (602 of all 905 Fall Term 1997 PALS students are a permanent resident of Broward County). And, although the College of Career Studies is found throughout Florida and selected international locations, there is still a sizeable representation of permanent residents of Broward County in this college (988 of all 3,372 Fall Term 1997 Career students are a permanent resident of Broward County).

Regular attention to the findings in this study should assist the University in its efforts to plan for programs and services that meet the needs of its immediate and distant communities. Accordingly, this study should be repeated on a periodic basis (perhaps every three years) to monitor changes that can impact academic opportunities to a diverse group of traditional and adult undergraduate students.

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Table 1

Gender of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All Students	
Gender	**N**	**%**	**N**	**%**	**N**	**%**
Female	559	61.8	2,489	73.8	3,048	71.3
Male	346	38.2	876	26.0	1,222	28.6
Unidentified	0	0.0	7	0.2	7	0.2
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Table 2

Ethnicity/Race of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All Students	
Ethnicity/Race	**N**	**%**	**N**	**%**	**N**	**%**
American Indian	4	0.4	12	0.4	16	0.4
Asian or Pacific Islander	59	6.5	30	0.9	89	2.1
Black, non-Hispanic	81	9.0	930	27.6	1,011	23.6
Hispanic	155	17.1	678	20.1	833	19.5
White, non-Hispanic	605	66.9	1,692	50.2	2,297	53.7
Unidentified	1	0.1	30	0.8	31	0.6
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Table 3

Permanent Residence by State of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

State	PALS		Career		All Students	
	N	%	N	%	N	%
Arizona	0	--	1	--	1	--
California	3	--	4	--	7	--
Colorado	1	--	1	--	2	--
Connecticut	3	--	1	--	4	--
District of Columbia	1	--	0	--	1	--
Delaware	0	--	1	--	1	--
Florida	772	85.3	2,926	86.8	3,698	86.5
Georgia	1	--	3	--	4	--
Iowa	0	--	1	--	1	--
Illinois	1	--	0	--	1	--
Indiana	5	--	1	--	6	--
Kansas	1	--	1	--	2	--
Kentucky	1	--	0	--	1	--
Louisiana	0	--	11	--	11	--
Massachusetts	5	--	0	--	5	--
Maryland	3	--	3	--	6	--
Michigan	1	--	3	--	4	--
Minnesota	2	--	0	--	2	--

Missouri	0	--	1	--	1	--
Mississippi	0	--	1	--	1	--
North Carolina	0	--	3	--	3	--
Nebraska	0	--	1	--	1	--
New Hampshire	1	--	0	--	1	--
New Jersey	17	1.9	1	--	18	--
New York	29	3.2	2	--	31	--
Pennsylvania	6	--	1	--	7	--
Rhode Island	2	--	0	--	2	--
Tennessee	0	--	1	--	1	--
Utah	2	--	1	--	3	--
Virginia	2	--	1	--	3	--
Virgin Islands	3	--	0	--	3	--
Washington	1	--	1	--	2	--
Wisconsin	2	--	1	--	3	--
Wyoming	0	--	1	--	1	--
Unidentified	40	4.4	399	11.8	439	10.3
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Note. -- State residents represent less than 1 percent of enrollment.

Table 4

Citizenship of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All Students	
Country	**N**	**%**	**N**	**%**	**N**	**%**
Argentina	0	--	1	--	1	--
Bahamas	6	--	107	3.2	113	2.6
Belgium	2	--	0	--	2	--
Bolivia	3	--	0	--	3	--
Brazil	4	--	3	--	7	--
British Virgin Islands	1	--	0	--	1	--
British Honduras	0	--	4	--	4	--
Burma	0	--	1	--	1	--
Canada	16	1.7	5	--	21	--
Colombia	5	--	6	--	11	--
Costa Rica	1	--	0	--	1	--
Cuba	5	--	17	--	22	--
Cyprus	0	--	2	--	2	--
Dominican Republic	1	--	1	--	2	--
Ecuador	2	--	2	--	4	--
England	1	--	2	--	3	--
Equatorial Guinea	0	--	1	--	1	--
Finland	0	--	1	--	1	--
France	2	--	1	--	3	--

Germany	1	--	1	--	2	--
Guadeloupe	1	--	0	--	1	--
Guatemala	8	--	1	--	9	--
Guyana	1	--	0	--	1	--
Haiti	2	--	8	--	10	--
Hong Kong	2	--	0	--	2	--
Hungary	0	--	1	--	1	--
India	3	--	1	--	4	--
Indonesia	1	--	0	--	1	--
Iran	2	--	0	--	2	--
Ireland	1	--	0	--	1	--
Italy	2	--	0	--	2	--
Jamaica	16	1.8	187	5.5	203	4.7
Japan	3	--	0	--	3	--
Korea	2	--	0	--	2	--
Malaysia	0	--	1	--	1	--
Mexico	0	--	2	--	2	--
Morocco	1	--	0	--	1	--
Netherlands Antilles	1	--	1	--	2	--
Nicaragua	0	--	2	--	2	--
Nigeria	1	--	1	--	2	--
Oman	1	--	0	--	1	--
Pakistan	2	--	0	--	2	--
Panama	5	--	19	--	24	--
People's Republic of China	3	--	2	--	5	--
Peru	3	--	5	--	8	--
Portugal	1	--	0	--	1	--

Romania	4	--	0	--	4	--
Russia	3	--	0	--	3	--
South Africa	0	--	1	--	1	--
Spain	2	--	1	--	3	--
Sudan	1	--	0	--	1	--
Surinam	2	--	0	--	2	--
Sweden	1	--	2	--	3	--
Switzerland	4	--	0	--	4	--
Syria	1	--	0	--	1	--
Taiwan	0	--	1	--	1	--
Trinidad and Tobago	13	1.4	2	--	15	--
United Kingdom	1	--	2	--	3	--
United States	736	81.3	2,845	84.4	3,581	83.7
Uruguay	0		1	--	1	--
Venezuela	8	--	7	--	15	--
Vietnam	1	--	0	--	1	--
West Indies Federation	0	--	1	--	1	--
Unidentified	16	1.8	123	3.6	139	3.2
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Note. -- Citizens represent less than 1 percent of enrollment.

Table 5

Marital Status of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All Students	
Marital Status	**N**	**%**	**N**	**%**	**N**	**%**
Single	868	95.9	2,239	66.4	3,107	72.6
Married	37	4.1	1,061	31.5	1,098	25.7
Unidentified	0	0.0	72	2.2	72	1.7
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Table 6

Permanent Residence of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997 by South Florida Status: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All Students	
Florida Permanent Residence	**N**	**%**	**N**	**%**	**N**	**%**
Broward County	602	78.0	988	33.8	1,590	43.0
Dade County	70	9.1	745	25.5	815	22.0
Palm Beach County	28	3.6	140	4.8	168	4.6
Other Florida County	72	9.3	1,053	36.0	1,125	30.4
TOTAL	772	100.0	2,926	100.0	3,698	100.0

Note. Overall, 86.5 Fall Term 1997 Farquhar Center for Undergraduate Studies students (N = 3,698 of 4,277) are permanent residents of Florida:

- PALS = 85.3 percent (N = 772 of 905)
- Career = 86.8 percent (N = 2,926 of 3,372)

Table 7

Full-Time and Part-Time Status of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Status	PALS		Career		All Students	
	N	%	N	%	N	%
Full-Time	856	90.1	2,039	60.5	2,895	67.7
Part-Time	49	9.9	1,333	39.5	1.382	32.3
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Table 8

Full-Time and Part-Time Status of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997 for Permanent Residents of Florida: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Status of Permanent Florida Residents	PALS		Career		All Students with Permanent Florida Residence	
	N	%	N	%	N	%
Full-Time	730	94.6	1,957	66.9	2,687	72.7
Part-Time	42	5.4	969	33.1	1,011	27.3
TOTAL	772	100.0	2,926	100.0	3,698	100.0

Note. Florida Resident Access Grant (FRAG) funding is only provided to undergraduate students who are permanent residents of Florida and who are enrolled in a full-time capacity.

Table 9

Primary Major of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Primary Major		PALS		Career		All Students	
		N	%	N	%	N	%
0251	Certification	0	0.0	73	2.2	73	1.7
0320	Early Childhood	9	1.0	60	1.8	69	1.6
0365	Liberal Arts	10	1.1	0	0.0	10	0.2
0370	Ocean Studies	36	4.0	0	0.0	36	0.8
0372	Life Sciences	206	22.8	0	0.0	206	4.8
0398	Applied Professional	0	0.0	1	0.0	1	0.0
0401	Psychology	114	12.6	182	5.4	296	6.9
0409	General Studies	0	0.0	10	0.6	19	0.4
0411	Applied Professional	0	0.0	32	0.9	32	0.7
0420	Professional Management	0	0.0	1,227	36.4	1,227	28.7
0422	Accounting	32	3.5	51	1.5	83	1.9
0426	Business Administration	150	16.6	156	4.6	306	7.2
0429	Administrative Studies	7	0.8	101	3.0	108	2.5
0442	Exceptional Education: Varying Exceptionalities	16	1.8	297	8.8	313	7.3
0443	Exceptional Education: Emotionally Handicapped	0	0.0	8	0.2	8	0.2
0444	Exceptional Education: Mentally Handicapped	1	0.1	4	0.1	5	0.1

0445	Exceptional Education: Special Learning Disabilities	1	0.1	12	0.4	13	0.3
0446	Secondary Social Studies	7	0.8	9	0.3	16	0.4
0447	Secondary English	6	0.7	15	0.4	21	0.5
0448	Secondary Math	2	0.2	9	0.3	11	0.3
0449	Exceptional Education	0	0.0	5	0.1	5	0.1
0451	Elementary Education	47	5.2	683	20.3	730	17.1
0452	Secondary Science	0	0.0	1	0.0	1	0.0
0453	Secondary Education	3	0.3	0	0.0	3	0.1
0463	Computer Science	12	1.3	0	0.0	12	0.3
0466	Computer Information Systems	20	2.2	8	0.2	28	0.7
0475	Legal Studies	56	6.2	33	1.0	89	2.1
0485	Legal Assistant Studies	3	0.3	71	2.1	74	1.7
0490	Undeclared Major	58	6.4	36	1.1	94	2.2
0495	Professional Skills	0	0.0	39	1.2	39	0.9
0499	Special Student	0	0.0	94	2.8	94	2.2
A442	A/P Except Edu-Vary	0	0.0	16	0.5	16	0.4
A445	Except Edu Special Learning	0	0.0	1	0.0	1	0.0
A446	Secondary Social Studies	1	1.1	2	0.1	3	0.1
A447	Secondary English	0	0.0	1	0.0	1	0.0
A451	Elementary Education	3	0.3	36	1.1	39	0.9
B401	Science and the Law	3	0.3	0	0.0	3	0.1
B402	Science and the Environment	2	0.2	0	0.0	2	0.0
B425	Sports and Wellness Mgt.	24	2.7	0	0.0	24	0.6
B440	Hospitality Management	4	0.4	41	1.2	45	1.1
B499	Non-Degree	0	0.0	1	0.0	1	0.0
C435	Substance Abuse Studies	0	0.0	1	0.0	1	0.0

C459	Child Development Associate . . .	0	0.0	1	0.0	1	0.0
C476	Paralegal Studies	0	0.0	6	0.2	6	0.1
D365	Liberal Arts Dual Enrollment . . .	2	0.2	0	0.0	2	0.0
D370	Ocean Studies Dual Enrollment .	4	0.4	0	0.0	4	0.1
D372	Life Sciences Dual Enrollment . .	48	5.3	0	0.0	48	1.1
D401	Psychology Dual Enrollment . . .	6	0.7	1	0.0	7	0.2
D425	Sports and Wellness	1	0.1	0	0.0	1	0.0
D442	Exceptional Education	1	0.1	0	0.0	1	0.0
D451	Elementary Education	2	0.2	0	0.0	2	0.0
D475	Legal Studies Dual Enrollment . .	8	0.9	1	0.0	9	0.2
E250	Certification Education	0	0.0	3	0.1	3	0.1
E499	Non-Degree Education	0	0.0	3	0.1	3	0.1
H499	Health Special Study	0	0.0	8	0.2	8	0.2
X411	Provisional Applied	0	0.0	9	0.3	9	0.2
X476	Cert Legal Assistant	0	0.0	15	0.4	15	0.4
	Unidentified	0	0.0	0	0.0	0	0.0
	TOTAL	905		3,372		4,277	

Table 10

Place of Class Attendance of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Place of Class Attendance	PALS		Career		All Students	
	N	%	N	%	N	%
South Florida						
Broward County	905	100.0	1,309	38.8	2,214	51.8
Dade County	0	0.0	547	16.2	547	12.9
Palm Beach County	0	0.0	131	3.9	131	3.1
Other Florida Clusters	0	0.0	924	27.4	924	21.6
Other State (Louisiana)	0	0.0	12	<1.0	12	<1.0
International						
Jamaica	0	0.0	185	5.5	185	4.3
Bahamas	0	0.0	136	4.0	136	3.2
Panama	0	0.0	52	1.5	52	1.2
Unidentified	0	0.0	76	2.3	76	1.8
TOTAL	905	100.0	3,372	100.0	4,277	100.0

Table 11

Age of Farquhar Center for Undergraduate Studies Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Age	PALS	Career	All Students
N	905	3,372	4,277
Mode	18	25	25
Median	20	33	30
Mean	22.0	33.6	31.2
SD	5.8	8.9	9.6

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